

(27) (1)
 P.463 most textbooks of psychiatry continue to confuse the average with the ideal, ~~of pedagogy, its validity, will and sense and incoherent~~

P.471 In gauging the quality of another's thought, only he is proficient who has striven to reason impersonally with himself, which reasoning has nothing to do with the ~~ambitious~~ memorization of the technical subject matter of the schools. Though valuable in their place, the facts of psycho-analysis as of engineering or carpentry can never be a substitute for intelligence whose function is that of self-orientation by means of an ~~less~~ ^{effective} ~~supposition~~ ^{in our line} consideration of causes and their outcomes in ^{our} conduct and deportment. This attained, we may go further.

P.472 But the mind that is content with its ignorance of itself, with kaleidoscopic impressions of ^{reflexes} events, is nevertheless considered by the undiscerning as admirably efficient and even intelligent whereas it has really dissociated itself from thought. And until the ricocheting blows of self-created circumstances compel it to turn its attention to itself, it must remain the pitiful thing that it is or even retrogress.

P.473 As yet, there is little evidence that the average psychiatrist possesses sufficient insight into himself to be able to penetrate the histrionics of average intelligence or bring him to the sympathetic understanding needed to deal with evasive behavior. Were it otherwise, his profession could not have been divided into so many opposing camps, each trying to grind its own axe the keenest. Provided we are not taken in by any temporary rapprochement of the warring factions of psychology who only come together for the purpose of ^souting undiploma-ed individuals and groups who ^{might} would pre-empt for themselves the "rightful province" of the psychiatrist, it becomes evident that there is nothing in psychology, as now understood and applied, which would lead its practitioners to rid